

Kindergarten to College Workgroup Meeting
December 9, 2008 1:00 pm – 4:00 pm
Governor's Budget Office Conference Room
DRAFT Minutes

Agenda	Notes	Action Item
1:00 pm Roll Call	<p>Attendance:</p> <p>Erin Williams, Chair, <i>Parent Representative</i> Steve Meloy, <i>Executive Secretary, Board of Public Education</i> Bernie Olson, <i>Board of Public Education</i> Bud Williams, <i>Deputy Superintendent of Public Instruction</i> Mary Moe, <i>Montana University System office</i> Kelly Chapman, <i>Student Assistance Foundation</i> Mara Menahan, <i>Student Representative</i> Vicki Turner, <i>DPHHS</i> Dore Schwinden, <i>Department of Labor & Industry</i> Andy Poole, <i>Department of Commerce</i> Pat Wise, <i>Office of Economic Development</i> Nancy Hall, <i>Governor's Budget Office</i> Dick Clark, <i>Chief Information Officer</i> Jan Lombardi, <i>Governor's Education Policy Advisor</i> Anna Green, <i>Governor's Office</i></p> <p>Excused:</p> <p>Janine Pease, Vice Chair, <i>Board of Regents</i> Steve Gettel, <i>Montana School for the Deaf and Blind</i> Jonathan Windy Boy, <i>Governor's Representative</i></p> <p>Public Participants:</p> <p>Denise Juneau, <i>Superintendent of Public Instruction-Elect</i></p>	

	<p>Linda Kaiser, <i>Incoming Communications Director, OPI</i> Joyce Silverthorne, <i>Incoming P-20 Policy Advisor, OPI</i> Pete Carparelli, <i>Office of Public Instruction</i> Tyler Trevor, <i>Montana University System office</i> Marco Ferro, <i>MEA-MFT</i> Kristen Cates, <i>Great Falls Tribune</i> Claudette Morton, <i>Montana Small Schools Alliance</i> T.J. Eyer, <i>Office of Public Instruction</i> Adam de Yong, <i>Department of Labor & Industry, WIRED</i> Sylvia Moore, <i>Montana University System office</i></p>	
1:05 pm Introductions	<ul style="list-style-type: none"> • Since there have been some appointment changes to the Kindergarten to College Workgroup, Erin asked Workgroup members to re-introduce themselves for new members • Bernie Olson is a new member from the Board of Public Education; Mara Menahan will be the new student representative; Kelly Chapman will represent the Student Assistance Foundation; and Jan Lombardi will serve as the Governor's representative when Senator Jonathan Windy Boy is unable to participate 	
1:10 pm Approve July 31, 2008 Meeting Minutes	<ul style="list-style-type: none"> • Steve Meloy made a motion to approve the July 31st meeting minutes; motion was seconded by Bernie Olson 	<ul style="list-style-type: none"> • Approve July 31st meeting minutes
1:15 pm Opening Remarks <i>Chairperson Erin Williams</i>	<ul style="list-style-type: none"> • Erin announced that the group would be providing options for Workgroup members living outside of Helena to attend the meetings via video conferencing. • Today's meeting will wrap up and recognize the accomplishments of the last two years and will also look forward to the work that needs to get done in the next two years. 	

<p>1:30 pm Wrap-up on Governor's Homework Assignments</p>	<p>Education Connectivity Taskforce Updates and Conclusions, <i>Dick Clark, State Chief Information Officer</i></p> <ul style="list-style-type: none"> • Dick Clark organized two meetings during the month of October to gather information on connectivity in Montana's K-12 schools as follow-up to the two previous Workgroup meetings which focused on technology and 21st century learning environment • The entire Montana telecommunications industry was at the table during meetings, from small providers/associations to the state's largest providers; education community was well represented as well. • The group quickly realized that there are two major issues regarding creating a 21st century learning environment in the state's schools. The first issue is connectivity and the question of whether schools have enough connectivity to access the educational opportunities they want. The second issue is determining what kinds of educational content schools should have the opportunity to access. • Dick asked for some information on whether all Montana schools have access to a T1 line. • The group concluded that a basic level of connectivity had been achieved for Montana schools and in order to increase connectivity, the state would first have to answer the content question—the amount of bandwidth needed in schools would be determined by the content. • Finally, Dick expressed interest in continuing to bring the group together, and there was agreement in the room to do so • Jan Lombardi noted that Claudette Morton had provided lots of good research and information on levels of connectivity in small, rural schools • Claudette commented that what was missing from the conversation was a focus on using technology in the classroom. She felt there was too much focus on distance learning and reminded the group that it could not forget about the importance of teachers integrating technology into classroom instruction and 	
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	assignments because that's how today's students connect with the world.	
	<p>OPI's Campaign to Inform High School Students and Parents about College Readiness, Bud Williams, Deputy Superintendent of Public Instruction</p> <ul style="list-style-type: none"> • Bud Williams passed around a final version of OPI's rigorous core brochure. A press campaign coincided with the release of 40,000 copies of the brochure. The brochure has sparked lots of feedback and questions from counselors. • Pat Wise asked if dual enrollment was a part of the campaign and Jan Lombardi suggested a communication piece for students and parents to let them know about the outcomes of the education system's work on a dual enrollment policy. • Bud Williams feels that there is a lack of focus on AP coursetaking and that many schools are not able to offer these opportunities; Steve Meloy echoed that there was a sense that AP had been put on the side burner while the state focused on dual enrollment. • 	<p>Areas for Board to explore:</p> <ul style="list-style-type: none"> • Advanced Placement → Dual Enrollment
2:30 pm Resource Sharing	<p>Montana Career Resource Network/Montana Career Information System, Shaunda Hildebrand, Department of Labor & Industry</p> <ul style="list-style-type: none"> • Shaunda introduced the group to the Montana Career Information System, which was built off of a national system and is now funded by the Student Assistance Foundation. The system has been around since the 1980s, and has been internet based for the last 6 or 7 years. • Anyone can use the site free of charge and each student can create a portfolio with different course plans and education and work history. There is also an option to take practice tests. • Schools have to sign a grant with SAF/MCIS in order to have access to the system for their entire school; there are about 60,000 active portfolios on the system-to get a sense of its use. 	<p>Areas for Board to explore:</p> <ul style="list-style-type: none"> • Coordinate MCIS with other state programs

	<ul style="list-style-type: none"> • Some of the questions that came up during the discussion that ensued was how Big Sky Pathways was tied in, is there an option to take a practice MUS writing test? How is it tied to the colleges of the university system? • It was suggested that a subcommittee, lead by the Department of Labor, could work through some of the questions that arouse about how MCIS is connected and tying into other programs the state is working on. 	
	<p>Big Sky Pathways, T.J. Eyer, Office of Public Instruction</p> <ul style="list-style-type: none"> • T.J. walked the group through a PowerPoint presentation that explained the Big Sky Pathways model that several folks from the Office of Public Instruction and the Montana University System have been developing • The Department of Education has identified sixteen career clusters and the Big Sky Pathways group narrowed/merged those into 6 career fields that work for Montana. • There are 81 possible career pathways for students, which T. J. encouraged the group to think of as decision trees for students. Mary Moe, who is also part of the leadership team, commented that if students don't take certain classes in certain years in school, they are essentially shutting the door on certain careers. The pathways model is designed to help students think backwards from a career goal to find out what courses they need to take in high school that will keep them on track for the appropriate postsecondary training/education. • One of the challenges today for Tech Prep courses is that there are individual articulation agreements for specific courses transferring into college credit at local community colleges or colleges of technology; however, the system hasn't been strategic about using Tech Prep to lead students into certain pathways nor do the Tech Prep credits necessarily transfer into other units of the Montana University System. • Mara Menahan asked about the status of transferability, saying 	

	<p>students can be discouraged from taking dual enrollment courses at Carroll College because they don't know for sure if they will transfer over to the institution they windup attending after they graduate.</p>	
<p>3:30 pm Looking Ahead on Governor's Homework Assignments</p>	<ul style="list-style-type: none"> • Anna Green walked the Workgroup through a PowerPoint presentation designed to recognize and frame the accomplishments of the last two years and leave the Workgroup in a place to share ideas and identify target policy areas for the next two years. • The Governor's Homework Assignments have been the framework that the Workgroup has used from the beginning to coordinate work and show how the pieces are fitting together to move the state's education system forward. • The first thing that the workgroup did was create a strategic plan comparative worksheet; when the workgroup met after the 2007 legislative session it could see how all of the legislative accomplishments were working to complete the homework assignments. • After the session, the Workgroup went through a multi-step voting process to agree on three priority areas that were most important for moving the state's education system forward. • There is still more work to be done. One of the things Anna noticed when she was putting together the chart was that pieces that fell under the "Technology Framework" also fell under assignments of getting "Students ready for college and work" and "close tuition and salary gap." Given the Governor's 20x10 Initiative and the need to leverage scarce resources, Anna encouraged the group to focus on how the state could use technology and e-learning to get students ready for college and work and improve access, affordability, and transferability. • The group spent a few minutes sharing policy pieces that they thought the Kindergarten to College Workgroup could focus on. Some of these were closing the achievement gap of American 	<p>Areas for Board to explore:</p> <ul style="list-style-type: none"> • Achievement gap • Full-time kindergarten outcomes

	<p>Indian students and outcomes of full-time kindergarten. Jan Lombardi shared a handout from the last Board of Regents meeting which asked several probing questions about alignment from high school to college. She said that the Workgroup has been coming together now for two years and the group has established a level of trust and now has the capacity to explore this issue.</p> <ul style="list-style-type: none"> Finally, Jan passed around an email from the legislative fiscal staff that announced the state's revenue projections would be declining. Jan advised the group that the Governor's amended budget would not look the same as it did a month ago. 	
4:00 pm Adjourn	<ul style="list-style-type: none"> Erin Williams formally adjourned the meeting; the group discussed having the next meeting in March to coordinate with the Board of Public Education's March meeting and recognized the difficulty of meeting during the legislative session. 	<ul style="list-style-type: none"> The next meeting will be held in Spring 2009

* All meeting handouts are available online at: <http://governor.mt.gov/boed/>